DOCUMENT RESUME

ED 274 095 EA 018 859

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TITLE The Educative Leadership Project.
PUB DATE 7 Sep 86
NOTE 23p.; Paper presented at the Annual Conference of the Centre for Social and Cultural Studies (3rd, Armidale, New South Wales, Australia, September 5-7, 1986).
PUB TYPE Viewpoints (120) -- Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Role; Educational Administration; Educational Theories; Foreign Countries; *Inservice Teacher Education; *Instructional Leadership; *Leadership Responsibility; *Management Development; *Organizational Theories; *Social Values; Teaching Methods; Workshops
IDENTIFIERS *Australia

ABSTRACT

This paper reports on the objectives and specifications of an "educative leadership" project that aims to synthesize experience, research, and theory and to develop complementary inservice and postgraduate learning materials. Researchers and theorists are now addressing the lack of philosophical machinery in educational administration. The educative leadership project, for example, addresses values in a practical manner. Focus is upon ways of knowing organizations and ways of leading that find expression in the group's cultural norms. Responsible use of power is therefore an essential component of any philosophy arising from any such synthesis of knowledge. Principles that ensure consistency between organizational and ethical assumptions in project design and the project purpose of creating practical theory include: efficient planning, creative products, and systematic review and incorporation of prior and recent knowledge. Project issues to be considered by teams of three practitioners and one academic specialist include the responsible use of power and educative leadership relevant to curriculum development, law, quality teaching, and the multicultural community. Project phases are concerned with design, negotiations, synthesis of experience, research, and inservice and postgraduate learning materials. Workshops aim to implement phases through team activities, including reviewing the project, reviewing research findings, negotiating and designing a team position, drafting a monograph for practitioners, and drafting a video script to convey the major ideas of the monograph. Thirty-seven references are appended. (CJH)

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ED274095

THE EDUCATIVE LEADERSHIP PROJECT

Paper presented to the Conference of the

GROUP FOR RESEARCH IN EDUCATION AND ADMINISTRATIVE THEORY

University of New England, September 7, 1986

by

Dr. P.A. Duignan and Dr. R.J.S. Macpherson

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THE EDUCATIVE LEADERSHIP PROJECT

Since Greenfield's (1975) dramatic refutation of natural systems ideology, and since Bates' (1980) introduction of New Sociology into educational administration, the agendas of researchers and theorists in educational administration have diversified. The simplisms of behaviouralism have been challenged (Gronn, 1982, 1984) and the potency of administrator's talk as action has been teased out (Gronn, 1983; Macpherson, 1986). But how administrators might resolve the dilemmas of practice, and compromise in a morally defensible manner when facing socially-critical, economically-critical, managerially-critical and educationally-critical imperatives, remain as the major new agendas largely unaddressed by the field.

Although the field of educational administration has been singularly lacking in philosophical machinery (Macpherson, in Rizvi, 1985) there are strong indications that this deficit is being addressed (e.g. Rizvi, 1985; Miklos, et al., 1985, GREAT Conferences 1984, 1985, 1986). Nevertheless, as these academic initiatives unfold, there is also the need for projects that bridge the theory-practice gap. This paper reports the specifications of one such project (Duignan, Gaut and Macpherson, 1986). The purpose of the project is to generate a new synthesis of experience, research and theory on educative leadership, and to develop complementary inservice and post-graduate learning materials concerned with the Educative Leadership Project (ELP), it has five sections: the purpose of the ELP and emergent definitions of educative leadership; project design; the principles of adult learning; issues to be addressed and personnel to be involved, and; project phases and workshops.

Purposes and Emergent Definitions

The ELP breaks new ground in educational administration. It is doing so by following the advice given over decades by many respected practitioners and leading academics in the field - that the wisest approach to leadership in education was that it be educative in intent and outcome.

Unfortunately, the detail of this wisdom remains elusive to those who would lead in education today. The management recipes in the literature only apply to selected aspects of specific situations whereas the problems faced

daily by practitioners always seem far more complex. Indeed, management techniques are often of little help when a leader has to choose between competing values. When it comes to solving new types of problems in education, it usually means creating new types of understandings. To add to the confusion, the political, economic and social contexts of education continue to change rapidly. Two of the most difficult questions outstanding in educational administration are therefore:

1. How should leaders in education decide what is important?
2. How will they know that they are morally right, when they act?

Unfortunately, administrative practice is often seen to be driven by non-educational criteria, such as bureaucratic efficiency, political expediency and economic constraint. While it would be naive to expect that these criteria will be displaced quickly in the realities of practice, we nevertheless decided that it was time to try to inject a concern for values into the administration of education, in a practical manner.

The purpose of this project is to provide a means by which a 'practical' theory of educative leadership might be developed. We believe that the ideas to be discussed in this project will be of immediate interest to all who wish to influence the nature and direction of educational administration in the coming decades, simply because educators in administrative positions will continue to prefer being educative leaders, and academic educators will want to assist them in that endeavour.

Our point of departure is that an emergent definition of educative leadership does not focus on the traditional elements of leadership emphasised in the literature of educational administration, namely, attitudes, styles, and behaviours. Instead, we prefer to be concerned with ways of knowing organisations and ways of leading that find expression in the cultural norms of the group, the educational organisation or the system. We do not see organisations as natural phenomena (Greenfield, 1985), instead, we see them as cultures, that is, the concerted imaginations of organised people who share assumptions, values, interpretations of their situation, and meanings that they give to their actions (Smircich, 1983; Sergiovanni and Corbally, 1984; Duignan, 1986).

We believe that cultural elaboration is a dialectical process (Watkins,

1985) of clarifying values and partly resolving inevitable conflict in a way that modifies peoples' patterns of assumptions and relationships. Educative leadership is, therefore, central to the negotiation of what will count as important in education and what will count as morally right. The direct consequence of this type of concerned action is the development of professional values, intentions and practices. Given this view of organisation, what then is our view of leadership?

Educative leadership is a deliberate attempt at cultural elaboration. What people actually attempt in the way of change is, of course, mediated by the culture of their setting and by the wider context. Nevertheless, actions taken by determined people to change the assumptions of others about the situation in which they 'find themselves', inevitably lead to a redefinition of the culture of the setting. The difference with educative leadership is that it helps professional educators work with others to shape their purposes and the meanings that they use to make sense of, and to justify, their involvement in and contribution to education.

It follows that educative leadership must closely respond to the cultural context, be critically aware of the long-term practices of participants in educational processes, and when action is proposed, justify ends and processes using an educative ideology. Educative leadership is therefore far more than a set of social or management techniques evident in the skills or style of an individual, such as a school principal, or in the behaviours of a group comprising the executive team of an institution or system. It is more concerned with ways of knowing, valuing and altering the organisation.

Educative leadership inevitably questions the arbitrary exercise of social power. We find it very difficult to assume that wisdom about education is heirarchically distributed in an organisation or that a bureacratic rationality about structures and functions is self justified. We hold that the responsible use of social power in education is an essential feature of educative leadership.

As noted above, we see educative leadership as part of the processes of modifying or maintaining an organisational culture (Purkey and Smith, 1983; Saphier and King, 1985). The linking of culture and organisation helps focus attention on the subjective and interpretative aspects of organisational life (Jelinek et al. 1983). Educative leaders within a cultural framework are seen as symbolic leaders who pay attention to important cultural details (Deal and

Kennedy, 1983). In this sense, educative leadership is part of a group phenomenon whereby a shared reality of meaning and of what is right is regularly renegotiated and reaffirmed. The use of the adjective 'educative' thereby implies the active involvement of all members of an educational organisation as philosophers, planners and policy makers. Educative leadership is therefore concerned about right and wrong, justice and injustice, truth, aesthetics and the negotiation of practical ideals in education. It is concerned with an active analysis of the way things are, the way they are seen to be, and with the creation of preferred ways of doing things. In this visionary work (Starratt, 1984), the educative leader focuses on what is right, nutures acceptance of these ideas and protects them. Hence, educative leadership implies a responsible involvement in the politics of organisation.

As the culture of an organisation evolves, so should the nature and ends of educative leadership change. While being sensitive to the valued history and traditions of the setting, the educative leader is critically aware of the implications of cultural change. People can too easily be trapped by history. In the everyday world, educators and their leaders can also become desensitised to the tyrannies of routine. Too often, educators become slaves to dull routines and, as a result, lose their sense of excitement at being professional educators. This can have a prejudicial effect on their service to clients. Educative leaders help to inject a sense of excitement into the performance of routines.

To summarise, we envisage an educative leader as one who communicates a sense of excitement, originality and freshness in an organisation. We believe that an educative leader is a person who challenges others to participate in the visionary activity of defining 'rightness' and preferred ways of doing and acting in education (Starratt, 1984). Finally, we see an educative leader a person who challenges educators to commit themselves to approaches to administration and professional practices that are, by their nature, educative. We are not denying that leaders in education need to be efficient but we are convinced that there is much more to educative leadership than managing for efficiency (Miklos, 1983).

We noted above that our vision of a 'practical' theory of educative leadership is emergent; indeed, we anticipate that the project will elaborate these ideas. The project design criteria and the principles of adult learning consistent with our emergent position are presented in the next two sections.

Project Design Principles

Eight principles were identified to ensure that the organisation and ethical assumptions embedded in the project's design were consistent with our primary purpose - to create a new 'practical' theory of educative leadership.

Given the priorities and nature of the host institutional and system settings of the project, and the need for the continuing and active support of Departments of Education, practitioners and academics, the first principle of project design is that the enterprise needs to be efficiently planned, directed and marketed. Other sections of this paper set out inter-related sets of assumptions, activities and systems of accountability consistent with the primary purpose of the enterprise.

The second principle is that the products of the project should be creative and stimulating. It is felt that there is a need to offer fresh, challenging ideas, together with exemplars of educative leadership practice, all consistent with the moral criteria implicit in the emergent concept of educative leadership. To do this does not, however, mean ignoring the wisdom so painfully acquired in the past. Indeed, the third principle is that the project should provide for the systematic review, refinement and incorporation of prior knowledge to do with educative leadership. This implies a critical awareness of the values served by the ideas, the approaches and the solutions devised for past problems.

It is also recognised that searches for solutions have never ceased. The fourth principle is therefore that the project would incorporate the best informed synthesis of recent research, thinking and practice in each of the immediate issues of concern. Given the diversity of concerns associated with educative leadership, this implied the involvement of academic specialists of national standing with respect to each issue. The fifth principle of the project's design is to ensure that the ideas drawn from prior knowledge and recent research and reflection are consistent with the experiences of exemplary practitioners. It is seen to be so important that the theory products of the project should be grounded in exemplary practice, that exemplary practitioners should be involved in the design and development of materials on each issue.

Associated with these ideas is the sixth principle that the project would have to produce both practical and academic outcomes of high quality, mindful

of the different criteria used in each general setting to define excellence. The seventh principle of project design is that all phases and activities should be consistent with the principles, derived from recent knowledge, of how adults learn best. This task is considered so crucial to the project design that an early position on adult learning follows.

The final principle is that all phases and activities of the project have to be consistent with the emergent definition of educative leadership presented above. In other words, it is seen as important to try to eliminate any dissonance between the purpose and the practice of those involved in the project.

It was noted above that, from the outset, the project would have to remain consistent with a synthesis of how we believe adults learn best. This is important for it relates directly to the primary purpose of the project, that is, to develop a practical theory of educative leadership.

Principles of Adult Learning

An initial assumption is that professionals will want to take primary responsibility for their own in-service education. This means that the content and processes of in-service education must be sensitive and responsive to the learner's perception of his or her needs. It also implies that these in-service activities should be seen as opportunities for real growth along intellectual, emotional, social, educational, aesthetic, skills and career dimensions. An associated assumption is that how individuals and groups respond to the opportunities for professional growth will be in part a reflection of the quality of the approaches, the materials, the processes and the experiences selected, developed and used. It follows therefore that the materials designed should incorporate a review of prior knowledge and examples from the current experiences of exemplary practitioners.

We believe that the context of adult learning must also be carefully planned. A supportive social climate is considered crucial to participants' willingness to experiment freely, to learn from each other (Barnett and Long, 1986), to give and accept constructive criticism in a non-threatening manner, and to reappraise deeply embedded assumptions about their professional self, actions and values. There should also be substantial latitude for learners to be self-directing and self-regulating. One consequence of these assumptions

is that adult learners provided with such resources will develop their understandings of what they do, refine their knowledge of the organisational, cultural and moral implications of their actions, and relate their contribution to education to themselves and the wider contexts of systems, and society. This means that in-service should help learners develop their tools of ethical and organisational analysis. In-service is therefore defined as philosophy-in-action. In other words, we assume that adult learners prefer a stimulating, challenging and experimental context that directly relates to their career and work world. For this reason, we do not see in-service education as a series of discrete and occasional activities removed from the continuing processes of professional growth.

To summarise our position, we see in-service education as a sophisticated and effective means by which adult learners can research, refine and review educational and administrative wisdom, plan and debate the making and implementing of policies so that considered and value-based decisions can be internalised and so that the new synthesis of experience and reflection will inform subsequent leadership practice.

Issues and Personnel

The criteria that we believe should be used to identify the issues and the participants in this project are outlined in this section along with the issues already identified for attention.

Without implying priority, the following criteria for the selection of issues (areas, problems, current pressure points) have been identified. Each issue must: be defined in a way that is consistent with the emergent definition of educative leadership; have an identifiable and developed theory base; be seen as practical and relevant to multiple audiences; be discrete and manageable in terms of scope, given the restrictions of product specifications; and lend itself to the development of in-service materials assuming the use of modern communication technologies. When viewed as a whole, the issues given priority should be comprehensive and coherent enough to provide for a new gestalt of educative leadership.

The criteria for the selection of project personnel relate to their crucial roles as either academic specialists or exemplary practitioners.

Academic Specialists are required to bring an overview of prior knowledge and the latest research findings on specific issues to the project. The criteria for their selection are that: each is a nationally recognised authority on the issue under consideration; his or her personal views of the purposes of educational administration and of administrative practice must be compatible with the emergent definition of educative leadership above; each must declare a willingness to work within the specifications of the project and to meet the terms of a workshop contract; each must declare a willingness to work as a peer in a team situation; and each must have the demonstrated ability to write in a style that is readily understood by multiple audiences.

Exemplary Practitioners are required to ensure that exemplary practice is consistently used as the point of reference in the preparation of materials on each issue. Criteria identified to select practitioners follow: their practices are respected by professional colleagues, inspectors, regional and system leaders; their attitudes and practice are consistent with the emergent definition of educative leadership; their involvement in this project is supported by others in their system, sector and setting; they declare a willingness to comply with the project specifications and workshop contract; they declare a willingness to work as peers in a team situation; and they have the demonstrated ability to write in a style that is readily understood by multiple audiences.

Issues have been selected in negotiations with systems and reference groups according to the criteria above. Although they can be seen to address important contemporary issues in the theory and practice of educative leadership, the descriptors and key questions to be addressed will be subject to renegotiation during the contracting phase of the project. Further, it could well be that other areas and issues may be added in response to the emerging needs of system users. At this point, however, we propose that teams of three practitioners and one academic specialist be formed to attend to each of the following issues:

1. The Responsible Use of Power

We are aware from Luke's (1974) and Galbraith's (1984) work that social power is a complex phenomenon, and yet crucial to the understanding of how organisations are maintained and changed. The nature, origins and consequences of leaders' powers are aspects of administration we want explored

thoroughly. Included will be an analysis of the macro and micro aspects of power involved in interpersonal dynamics, in the interaction within groups, and in the nature of relationships in large social systems. The varying extent to which leaders and groups have the power to define agendas and otherwise influence others, needs to be explained.

Even if a leader is aware of and responsive to the interplay of forces and interests within and between people, groups, systems and organisations, how can this knowledge be used responsibly? What are the principles that should guide action? How can an educative leader deal responsibly with the distribution and use of power? How can educators and client groups come to understand what is meant by the responsible use of power? What benefits and dangers would the introduction of a democratic-political ideology bring to a group, institution and system? Do the political realities of administration mean a trade-off between personal, professional or administrative discretion in order to generate a pragmatic balance of influence between constituencies? What practical examples clarify the problems of power in education and provide strategies for the educative leader?

2. Valuing and Valuable Leadership Actions

We noted above that administrative practice is often seen to be driven by non-educational criteria, such as those manifest in bureaucractic rationality, in political expediency and in calls for economic constraint. While also noting that it would be naive to expect that these criteria will be displaced quickly in the realities of practice, we want one group to explore ways and means of rekindling a concern for values in the administration of education. Like Evers (1986), we see this as a philosophical and practical task.

The practicalities of educative leadership mean focusing on what is worthwhile and what is worth doing in a group or large organisation. To question what is being done and how it is being done with a view to doing things better implies the need for a comparative understanding of educational, social and ethical values, ideologies and practicalities (Lakomski, 1985). How can people's valuing of education be changed in ways that are educative? What examples illustrate how different educational communities come to recognise that there are 'right' things to do and 'right' ways of doing them. If educative leadership is to be philosophy-in-action, what are the values

that set it apart from other approaches to leadership? What non-educational demands are made of leaders in education and how can the legitimacy and the power of these claims be evaluated, accommodated or deflected? How can leaders reconcile legitimate alternative demands on their actions with educative priorities?

3. Educative Leadership as Cultural Action

Exploration of this issue will focus on explaining and illustrating the dynamics of elaborating culture so that practitioners will be able to understand and guide changes to the organisation and the goals of their group, institution or system.

Educative leadership helps to articulate, define and strengthen those endearing values, beliefs and cultural characteristics that give an organisation its unique identity in the minds of participants (Lipham, 1981; Sergiovanni, 1984; Saphier and King, 1985; Duignan 1985). We expect one group to synthesise recent theory, research and experience to illustrate how educative leaders use the tools of culture (Bates, 1982) to build an ethos, to create shared assumptions about responsibilities and relationships, and to gain the commitment of groups to the achievement of tangible and intangible goals and objectives.

Using practical examples, the dynamics of culture should be explained by referring to myths, metaphors, rituals, icons, language, ceremony, as well as to how an organisation is reified, or, in some cases, deified. To explore the educational consequences of cultural elaboration, the distribution of knowledge achieved by organisation should be illustrated and analysed - by this we mean that the part that educative leaders play in how knowledge is selected, patterned, transmitted, controlled and justified in groups, institutions and systems should be explained.

4. Educative Leadership for Curriculum Development

A major concern for school leaders is the overall content, process, scope, orientation and value of the curriculum that clients experience. This concern has many facets. For example, educative leaders often face dilemmas to do with what constitutes a valuable curriculum given the nature of clients and

their needs, the likely future needs of clients, how clients learn best, as well as the changing priorities of educators, the school system and the host society.

A useful first question is: What criteria should be used to define a curriculum as educational? Second, how should a balance be struck between vocational, neo-classical, liberal, progressive, socially-critical, religious and other values in the curriculum? The nature of the knowledge that constitutes curriculum needs attention. Is this knowledge objective, subjective or dialectical in nature?

The practicalities of curriculum development present a related set of dilemmas. What are the advantages and disadvantages of decentralising curriculum development? Curriculum development can only proceed at the pace at which educators change their philosophies, beliefs and practices. This point, then, raises a number of questions. What change strategies are available to the educative leader? What examples illustrate effective leadership practices for curriculum development in an educational community? What 'rules-for-success' for educative leadership can be derived from these examples and recent research into curriculum development?

5. Law and Educative Leadership

We note the substantial extent to which legal issues have penetrated the work world of educational administrators. New forms of understandings are required to handle new problems that are being redefined almost daily by case law and legislation in education and other portfolio areas.

The first aspect requiring attention is the essence of law. There are ways of thinking in law which can help inform educative leadership. We believe that the assumptions embedded in legislation and legal practices, as they relate to education, need to be claried and understood by educational leaders.

It should be understood that an analysis of law will not simply be a matter of explaining the nature and implications of the legal context of leadership. There are legal assumptions and processes that directly relate to educative practices. For example, the concepts, dilemmas and practicalities

of due process, collecting and using evidence, judgement, punishment, rule and lawmaking, rights and rehabilitation are but some of the aspects of law that are relevant to the theory and practice of educative leadership.

How the principles and practices of law are related to what is right and what is wrong in educative leadership today will be best illustrated by reference to recent incidents, cases and legislation. We have in mind the morally and legally complex issues of educative leadership in such areas as pupil welfare, discipline, community involvement in the governance of education, and discrimination.

6. Educative Leadership for Quality Teaching

A recent and important political and educational issue throughout the Western world is the encouragement of excellence through high quality teaching (Sharpe, 1986). It is our view that the professional service of teachers can only be enhanced if a complex process of in-service education and supportive services are planned, developed and sustained by leaders in education.

We presume that the quality of school life is greatly dependent on the quality of students' experience in the classroom. It follows that educative leadership will be central to the negotiations of what is to be regarded as valuable in the curriculum, and what is believed to be excellent in teaching method. This approach to leadership will protect and nurture these ideas of exemplary practice. To achieve this means defining excellence in specific terms. It also means planning in sophisticated ways to achieve desired outcomes. Educative leaders must therefore take responsible leadership and political actions to create organisational cultures that enhance the growth and development of all involved in teaching and learning (Firestone and Wilson, 1983; Mazzarella, 1985).

A major task in this project is to identify the nature of the educative leadership that would create and sustain quality teaching. The project outcomes should identify a range of action research and supervisory, instructional and accountability strategies consistent with educative leadership and professional excellence.

7. Educative Leadership in a Multicultural Community

The monocultural concept of the Australian way of life has been questioned for decades and yet it is notable that multiculturalism has become a major policy issue in most Australian education systems in comparatively recent years.

The formal and belated recognition of Australia as a multicultural society has led to many recent attempts to devise reformist curriculum (Rizvi, 1985). We presume that educative leaders would recognise the moral, planning and political complexities of the multicultural context of educational policy making, and would value the potential this context has for enriching teaching, learning and administering.

There is, therefore, a need for a team to explore and explain the value bases of educative leadership in a multicultural context, to identify the major dilemmas that attend these understandings, and to describe, by exemplars, appropriate strategies and practices.

8. Educative Leadership in a Corporate World

In the last decade, a number of State systems of education in Australia have been restructured. The reasons cited have included the need to democratise, to decentralise, to economise, to re-organise for greater coordination, and to take account of changes in education and related portfolios (Beare, 1983; Shears, 1984).

One feature of the changes to the administration of public policy is, common to all States - it is the steady introduction of forms of corporate management. The administrators of education have found this trend particularly troubling. The fundamental reason for this is that education makes very heavy demands on government expenditure without easily providing evidence of economic or political outcomes. It is a political reality that, in a typically zero-sum situation, given tax revenue constraints, the proposals from any portfolio for additional expenditure are increasingly being dealt with on a cost-benefit basis. For example, numbers of teachers are often set against motorway kilometres or hospital beds.

The general consequence for administrators in education is that they have

had to adjust their practices, priorities and purposes to the emerging rubric of government by corporate management. The accommodation has taken many forms. For example, all Australian States and Territories have attempted to reform education policy-making procedures to take account of annual budgetary cycles. Preparing submissions for committees of review has become as common as lobbying.

Most States have developed policy units in their Education Departments to explore the potential and consequences of corporately managing the diverse services of their system, to relate education policy options to other proposals taken to Cabinet, to research crucial policy issues, and to prepare advice for their Minister. There is also some evidence that corporate management is being used - or at least being introduced - at regional and school levels.

There is a need, therefore, to synthesise the implications of recent experience, prior knowledge and research findings on corporate management in education. The strategies and dilemmas it offers educative leaders need to be identified and analysed.

9. Freedom, Responsibility, Authority and the Educative Leader

There has been a tradition of resisting authority in Australia. Today it is manifesting itself in a demand for collaborative forms of leadership in education at all levels. Other demands, however, run counter to this trend. There is, for example, the constant need for leaders to economise, to be accountable, to serve mandated ends and to give loyal service to appointed and elected office-holders.

Questions raised here concern the nature and consequences of freedom and authority in education systems and organisations, and the potential that exists for leaders to define and achieve educational ends. How can freedom and authority be defined? What are the origins, forms and consequences of freedom and authority in education? How are perceptions of freedom and authority related to the purposes and processes of schooling and administration, particularly in a context of attempts to decentralise authority.

On a more practical level, what are the major dilemmas of freedom and authority that confront leaders in education? How are these dilemmas defined by different interest groups? What strategies are available to the educative leader who seeks to resolve these dilemmas? What incidents or practices illustrate common dilemmas and the application of educative strategies?

10. Other Issues

Other possible topics that have been identified in negotiations with representatives of State systems include Educative Leadership and Industrial Democracy, Educative Leadership of Self-Managed Schools, Educative Leadership in the Rationalisation of Services, Educative Leadership and Resource Allocation, and Educative Leadership and Social Policy (focussing, for example, on the prevention of child abuse). A description of the various project phases, together with a format of the workshops is given in the next section.

Project Phases and Workshops

The first phase was concerned with project design. The three Co-Directors (Duignan, Gaut and Macpherson, 1986) developed draft project specifications at a two day workshop. The objectives of the workshop were to: define Educative Leadership; define Principles of Inservice Education consistent with Educative Leadership; define Selection Criteria and Processes to identify issues, areas, problems and current pressure points in educative leadership; plan selection criteria and processes to identify three exemplary practitioners and one research/theorist of national standing with respect to each issue; design Project Specifications; and plan subsequent phases in outline.

The second phase was principally given over to negotiations. The Co-Directors made draft specifications available to education systems in three states for consultations. Subsequent negotiations modified the specifications and led to substantial resource commitments and the active involvement of participants from N.S.W., A.C.T. and Victoria.

The third phase is where new syntheses of experience, research and theory will be created. Five-day workshops for teams of four, comprised of one researcher or theorist and three exemplary practitioners, will focus on each

of the issues identified above or yet to be designated by system users. In brief, in the areas defined, each team will create a new synthesis of educative leadership that will be converted into a range of in-service materials.

Each workshop will have four major objectives. First will be the sharing of experiences and knowledge on the issue. Second will be the drafting of accounts, cameos, case studies and research findings in direct language as per the workshop contract below. Third will be the negotiation and writing of a coherent discussion paper consistent with the definition of educative leadership. The product will be a monograph (approx 6000 words) embedding verbatim accounts, cameos, case studies and research findings. The fourth objective will be the first draft of a Video script intended to convey the key ideas of the team.

The fourth phase of the ELP will be concerned with the production of in-service and postgraduate learning materials. A professionally produced 10 minute Video will be based on the work of the team. It will present the major concepts, values and educative leadership strategies associated with each issue. The in-service package will also contain a lecturette, structured workshop activities, the monograph written by the team, along with selected articles from the literature. Assignment questions will be available for those who wish to use the package as a unit of tertiary education. In the final stages of materials production, the state-of-the art papers and monographs will be re-edited into a text for a national and international audience.

The fifth phase will be concerned with in-service and postgraduate education. The materials will be made available to institutions, systems, and regional and local in-service educators in a planned way. We see considerable potential for the materials to assist with peer consultancies (Macpherson, 1983) for educative leadership and school development.

From the outset of this project, it has been assumed that these materials will be appropriate for the gaining of credit in post-graduate programmes of educational, administrative and policy studies. This view is consistent with the implications of the Ingvarson and Coulter Report (1984) and those expected in the joint C.T.E.C./C.S.C. Report on funding tertiary and in-service education. While institutional and system agreements are pending, our

selection criteria for issues and involvement and the addition of assignments and evaluation mechanisms, will allow the proposed materials to become a multi-media vehicle for external coursework in some tertiary programmes, and to gain advanced standing in others.

To further assist other possible projects, the detail of the Workshops is now summarised in terms of purposes, objectives, workshop activities and contract. The aim of each workshop is to generate a new synthesis of experience, research and theory that will provide an adequate base for subsequent materials production and contribute to the development of a 'practical' theory of educative leadership. The objectives of each workshop are to:

- Review the nature of the Educative Leadership Project.
- Review the nature of the issue as defined in the Project Specifications.
- Share the experience of practitioners.
- Review the state-of-the-art of research findings and theory.
- Negotiate and design a team position.
- Draft a monograph for a general practitioner audience.
- Draft a Video Script to convey the major ideas of the monograph.

The workshop activities will be as follows:

Day 1 a.m. Review Educative Leadership and the Issues - Co-Directors
p.m. Reports from Practitioners and Academic Specialist

Day 2 a.m. Team Negotiations. Draft Monograph Outline.
p.m. Report Position Outline to Co-Directors. Begin Writing Monograph.

Day 3 a.m. Monograph Writing
p.m. Complete First Draft. Discuss with Co-Directors and Communications Technologists.

Day 4 a.m. Final Draft of Monograph

p.m. Plan Video Script with Communications Technologists.

Day 5 a.m. Draft Video Script

p.m. Closing Reports and Discussion.

The workshop contract to be entered into by all participants follows:

> This is to confirm that I have read the detail of the Educative Leadership Project Specifications and that I declare my willingness to serve within the terms of these specifications.
>
> In particular, I note that this means that Practitioners will bring to the 5 day Workshop, draft accounts, cameos, case studies and papers summarising the best of current practice. I also note, that for Academic Specialists, it means bringing appropriate background material and a draft position paper summarising the state-of-the-art of research findings and theory pertinent to the unit topic.
>
> Finally, I understand that my contributions to this Project will be used in the Production of in-service and post-graduate materials as indicated in the Specifications, and that such contributions will be duly acknowledged.

Closing Note

This project has been the outcome of a concern that the rapid development of theory in recent years has yet to be made available to practitioners or to reflect exemplary practice. As the specifications made available here were being negotiated, we were pleased to find our concerns widely shared by those in education sytems and those consulted in academe. Given this experience, we would welcome comment and advice.

Note: The support of the New South Wales In-Service Education Committee, the advice of the Director of Services of the N.S.W. Department of Education, Mr. Trevor Harrison, and the active involvement of Mr. David Francis from the A.C.T. Schools Authority and Mr. Ron Ikin from the Ministry of Education of Victoria, are gratefully acknowleged.

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